

Oxford Cambridge and RSA Examinations



OCR GCSE IN BUSINESS STUDIES B (MODULAR)

1952

TEACHER SUPPORT: FURTHER TEACHER SUPPORT

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1 INTRODUCTION

The following pack of support materials is designed to help Centres introducing or following the modular assessment GCSE Business Studies B (1952) offered by OCR. The materials can be used as a teacher resource for individual study or as a basis for departmental INSET.

The materials may be copied for use within individual organisations but are not for re-sale outside of the institutions concerned.

GCSE Business Studies B (1952) has been designed to allow Centres to provide a thorough and motivational learning experience for Business Studies students. The flexibility that it offers will be valued by pupils, parents and teachers.

The materials are divided into four sections. The first section considers possible course structures. This is followed by separate consideration of each unit, covering teaching and learning strategies, resources and assessment considerations. Where appropriate, exemplar materials are included, although the nature of the specification means that these should be adapted as appropriate for the local circumstances of the Centre.

Guidance on the coursework can be found a separate booklet entitled *Teacher Support: Teachers' Guide Incorporating Coursework Administration Pack*. This is available from OCR's publications department or can be downloaded from our website: www.ocr.org.uk.

2 COURSE STRUCTURE

2.1 UNITS

The specification is divided into four units for assessment, but Units 2321 and 2322 share the same specification content.

Unit Code	Options	Title	Duration	Weighting
2321	F	Business Organisation (Foundation Tier)	1 hour 15 mins	25%
	H	Business Organisation (Higher Tier)	1 hour 15 mins	25%
2322		Coursework	-	25%
2323	F	Business in its Environment (Foundation Tier)	1 hour 15 mins	25%
	H	Business in its Environment (Higher Tier)	1 hour 15 mins	25%
2324	F	Business Processes (Foundation Tier)	1 hour 15 mins	25%
	H	Business Processes (Higher Tier)	1 hour 15 mins	25%

Centres should take note of the weighting of assessment objectives for each unit as this should be reflected in the emphasis given to developing these skills in preparation for each assessment.

2.2 WEIGHTING OF ASSESSMENT OBJECTIVES

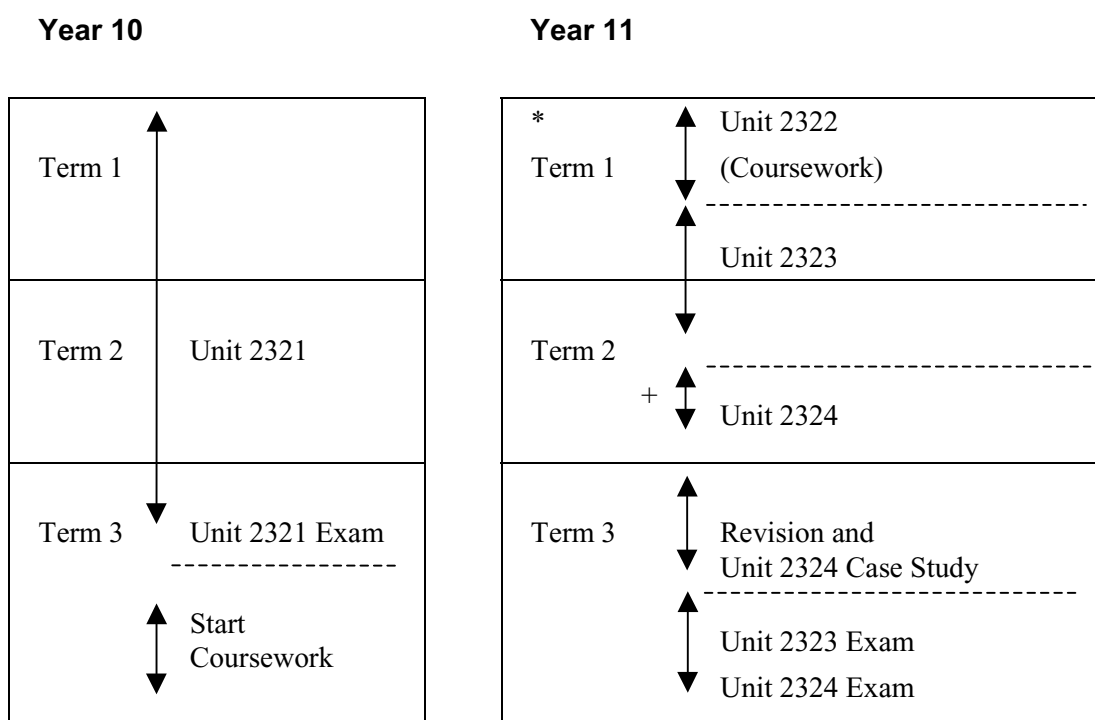
Unit	AO3.1	AO3.2	AO3.3	AO3.4	Total
2321	9	7	4	5	25
2322	-	5	13	7	25
2323	9	7	4	5	25
2324	7	6	4	8	25
Overall	25	25	25	25	100

The coursework unit does not offer any marks for knowledge, few marks for application, with the majority of the marks for analysis and evaluation. Unit 2324, the synoptic unit, has nearly half the available marks in the examination allocated to analysis and evaluation, whereas Units 2321 and 2323 are more weighted to knowledge and application.

2.3 MODELS

There are a number of possible models of assessment pattern for the specification. No one model will fit every Centre and some Centres will have a policy as to whether January units are allowable. Consideration must be given to the readiness of candidates to take an examination at the end of the first year of the course. Assuming that it is the intention of the Centre to enter units before the end of the course, and to allow the possibility of re-sit examinations, then there are three possible models of assessment pattern.

2.3.1 Model 1



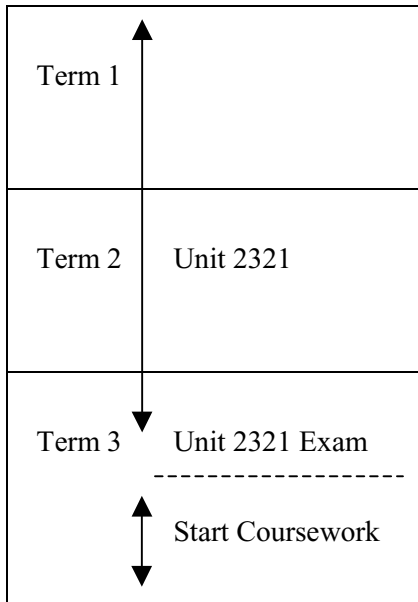
* Re-sit Unit 2321

+ Possible Coursework Re-submission

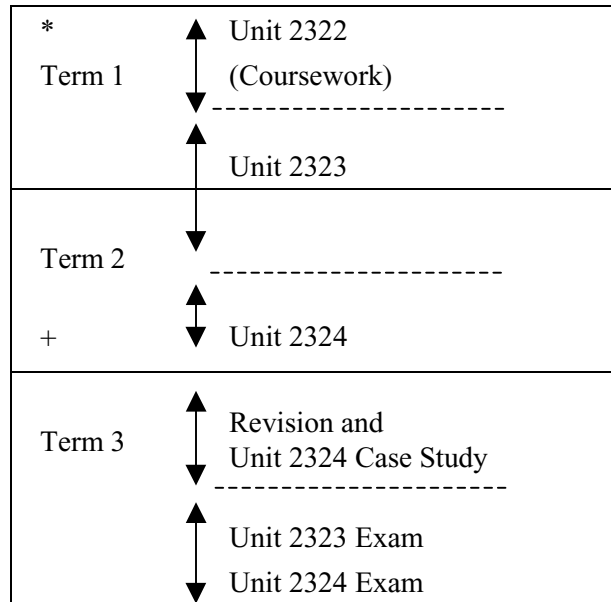
The above model means that the first year of the course is a little more leisurely than the second, although it does have a clearly defined goal with the external assessment of Unit 2321 at the end of the year. In the first term of the second year, a judgement must be made as to when to start Unit 2323 and how to balance the time in class between Coursework and Unit 2323.

2.3.2 Model 2

Year 10



Year 11

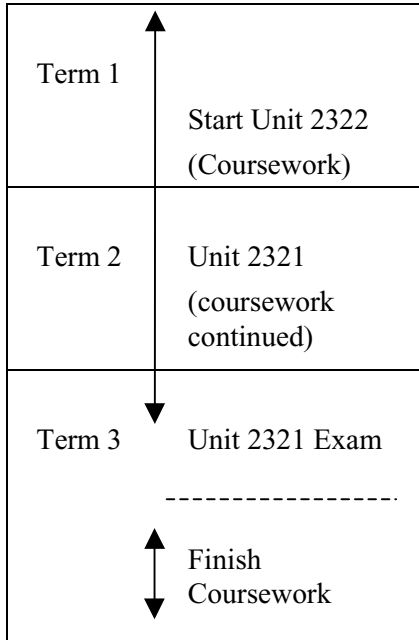


* Re-sit Unit 2321

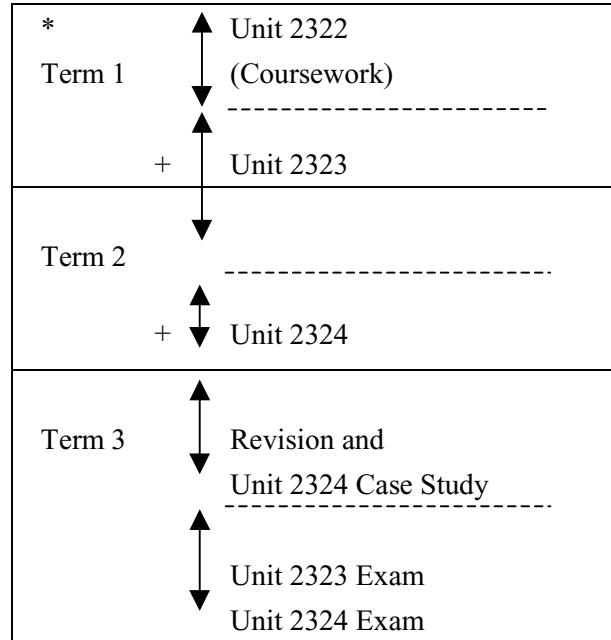
+ Possible Coursework Re-submission

2.3.3 Model 3

Year 10



Year 11



* Re-sit Unit 2321

+ Possible Coursework Re-submission

The final model involves completing both Unit 2321 and the Unit 2322 coursework components by the end of the first year of the course. Any coursework re-submission or examination re-sit could then be undertaken in either January or June of the second year of the course. This would allow Centres to complete the combined specification content for Units 2321 and 2322 in the first year and therefore allow more time for Unit 2323 and Unit 2324. The coursework could be integrated into the teaching of the unit. (In the first year of the scheme, Unit 2322 assessment is not available until January 2003 so any completed coursework would have to be stored until then and could be re-submitted for the June 2003 assessment.)

2.3.4 Re-sits

Candidates may re-sit Unit 2321 and Unit 2322 once within the scheme. The best mark will be used in the aggregation process.

Centres will devise their own policies for re-sits. In general, to formally build into the process a re-sit for every candidate would indicate an expectation of poor performance first time, i.e. a planned failure. Similarly, the use of the final June examination period for either coursework re-submissions or Unit 2321 re-takes means that these may well be lost with all the demands of other subjects during that period.

It is recommended that the re-sits should be seen very much as a second chance for the candidate and that the model chosen should be based on teaching the material once, towards one attempt at each assessment procedure.

3 UNITS 2321 AND 2322: BUSINESS ORGANISATION

3.1 TEACHING AND LEARNING STRATEGIES

The specification content for this unit is assessed twice. Firstly as an examination where the focus will be very much on width of specification coverage and secondly through the coursework component where the emphasis will be more on depth of specification coverage. Each subsequent unit builds on the content of Units 2321 and 2322 and it is likely that some knowledge from them will be drawn on in the assessment of the later units.

It is expected that the content of Units 2321 and 2322 would be completed within a year, allowing the first assessment to be undertaken either at the end of that year or in the following January.

Candidates are allowed one re-sit of the examination and one re-submission of their coursework. Although it would be possible to treat the first entry as a practice and the second attempt as the real attempt, in general, candidates are likely to maintain a better work ethic for the first exam if it is “for real” with the second sitting being a safety net. The highest mark will always be used in the aggregation process.

The aim of the specification is for candidates to achieve “a stimulating, challenging, practical and investigative approach to their studies” which “makes use of local business situations”. This could involve visits to local businesses or business locations, or simply a focus on, and an awareness of, local businesses in the experience of the candidates. Businesses such as local retail outlets, educational establishments and local services are all easy for candidates to relate to.

3.2 TEACHING AND LEARNING RESOURCES

Three examples of task based learning (two classroom based, the other requiring fieldwork) follow. These can be used part of a varied strategy of teaching the first unit. Continual use should be made of case study material so that theoretical concepts are not taught in isolation but in application. The scenarios developed should allow candidates to demonstrate and improve their analytical skills.

As half of the assessment of this specification content is undertaken through coursework, it is essential that preparatory work is done to teach the necessary analytical and organisational skills. This can either follow on from theoretical work or can be the vehicle for gaining business knowledge in application to the context being used. The “retail survey” tasksheet is an example of such an approach and a series of internal deadlines could be given to candidates as they work through the tasks in order to help them plan their time effectively.

3.2.1 Example 1

Centres should adapt the company and products as necessary.

Promotional Strategies

The food company for which you work has become increasingly concerned with falling sales of some of its products. It has created brand teams to develop rescue packages for four of their most important products.

As a brand team, you are to produce a plan in order to improve the sales of your product. You will need to make a formal presentation of your plan to the managing director which should contain the following items:

- 1 Overall aim of your strategy
- 2 Product modifications (including packaging)
- 3 Adverts for magazine insertions and possible story board for TV and/or radio commercials
- 4 A variety of other promotional ideas and activities designed to raise awareness of the product and to increase sales.

Your presentation should be made using flip chart, overhead projector etc. and should include examples of suggested promotional materials.

3.2.2 Example 2

Retail Survey

You are to undertake a retail survey of xxxxx (local town) and, based on your research, complete the following tasks:

Task 1

Produce a plan of the main shopping area showing the location of the main shops. Number each shop.

Task 2

Set up a Database to record the details of each shop. You should enter the following information:

Name of Shop

Type of Shop e.g. butchers, bank

Type of Retailer e.g. Independent, Chain Store, Supermarket

Task 3

Comment on the type of shops that you have found. You could discuss the number of each sort of shop and the type of retailers. What does this tell you about xxxxx as a shopping centre?

Task 4

A large supermarket is to be opened on the outskirts of xxxxx. Write a letter from a shop owner to the local paper (The xxxxx Times) about the effect this would have on the existing shops.

Task 5

How could the shops in xxxxx get more business? Explain some possible marketing strategies that shop owners could undertake (a) on their own and (b) acting together. Include sample promotional material.

Once you have completed the above tasks, you should design a suitable cover and contents page and staple your work together as a booklet.

3.2.3 Example 3

For this exercise, teachers will need to provide candidates with a selection of advertisements for job vacancies.

Recruitment

Task 1

- (a) Read the attached examples of advertisements. In groups, choose one of them and decide which information would be included in a job description and which information would be included in a job/person specification.
- (b) Which of the adverts do you find the most interesting? Give three reasons why this advert attracts your attention.

List your findings and select two spokespeople to report back to the class.

Task 2

In pairs, create a job description and job/person specification for your chosen vacancy.

Task 3

As a manager of the local Clarks shoe store, you need to advertise for sales assistants for the summer holidays. You are prepared to pay a wage of between £3.50 and £4.00 per hour. Produce a suitable advert for newspaper insertion, possibly using an IT application.

Task 4

You have been working part time at McDonald's in the school holidays. You have been involved on the counter and in food preparation. You wish to apply for a position at the American restaurant chain TGI Friday. Produce a letter of application and CV. (Sample letters and CVs could be given as a guidance.)

3.3 ASSESSMENT

3.3.1 Assessment Procedures

Unit 2321 is assessed through a one hour fifteen minute examination. This consists of four structured questions, each based on a separate business context. Specimen papers, at Foundation and Higher Tiers, are available from OCR.

In order to prepare candidates for this examination, it is important that they are aware of the significance of the command words used in examination questions. Classwork and homework based on mini-case scenarios are useful opportunities to practise this. Details of command words are given in Appendix 1.

For the purposes of revision, the notes for guidance in the specification can easily be adapted to form revision sheets in the style of examination questions, although it is sometimes helpful to limit the number of required responses. An example is given below.

Example

Notes for guidance for Unit 2321 and 2322 (extract)

“State and explain the main stakeholders in an organisation and be able to consider decisions from different stakeholders’ points of view”.

Possible revisions tasks:

- 1 (a) List five different stakeholders in a small local shop.

- (b) Choose two of these stakeholders and explain how the closing of the shop would affect them.

Stakeholder 1 _____

Effect _____

Stakeholder 2 _____

Effect _____

4 UNIT 2323: BUSINESS IN ITS ENVIRONMENT

4.1 TEACHING AND LEARNING STRATEGIES

Unit 2323 forms part of the terminal examination requirement for the specification and it is important that candidates have a wide and up to date understanding of the business environment.

Although there is an economic element to the content of this unit, it is important that this is always related to businesses i.e. how they are affected by economic events and how they might react as a consequence. The specification content for Unit 2321 and Unit 2322 is therefore directly relevant to this unit and it is presumed that it can be drawn on when dealing with business environment situations.

Similar guidance can be applied to the legal content of this unit, where again it is the business application that it is far more important than the legal detail.

4.2 TEACHING AND LEARNING RESOURCES

4.2.1 Resources

A wide range of teaching materials can be used for this unit. Some sample teaching materials follow, emphasising the practical nature of the specification.

It should be remembered that this unit specifies that candidates should be applying the concepts to situations in their local area. If there are few businesses locally, then the service sector (including the school itself) often provides good usable examples.

The following list gives suggestions of possible resources for the teaching of this unit:

- **Visits:** visits to local businesses can be an excellent experience for candidates. For example, supermarkets can be particularly suitable and helpful.
- **Television:** provides a variety of up to date material in business programmes and news features. Consumer programmes can often provide good material, but it is important to use material selectively with appropriate preparation and follow up discussion, tasksheets etc.
- **Newspapers:** often local newspapers provide a more appropriate level of content than the more heavyweight nationals. Local businesses often feature when external events are reported and allow candidates to identify well with the events described.
- **Textbooks:** these are useful sources of theoretical material and often provide a wide variety of case study material with associated tasks. They are certainly a useful back up source if other options are not available or practicable.

Sample Worksheets

The following two examples are classwork based activities that lead towards the style of structured questions set in the examination. They could be used either as classwork or revision type activities.

Example 1

Costs and Benefits

Any situation or decision is likely to produce costs and benefits. These may be private or social and monetary or non monetary.

In addition, it should be remembered that any choice has an *opportunity cost* i.e. measuring the cost of the choice in terms of the alternative given up.

1 Private Costs and Private Benefits

These are the costs and benefits to a business. For example, a fast food company opening a new shop in Anytown would bring additional revenue to that company and additional costs. If the additional revenue was greater than the additional costs then its profit would increase.

2 Social Costs and Social Benefits

These are the effects on society as a whole of the decision made by the company. They are often known as *externalities*. For example, the new fast food shop would bring in social benefits in the form of additional jobs, more visitors and an increased number of customers for other local businesses. It may also have social costs in terms of increased noise, litter and damage.

3 Role of Government

Because of the need to take into account social costs and benefits, government may influence and control business decisions using, for example, such controls as planning permission. It may also use grants, taxes and subsidies in order to balance any difference between the private and social costs and benefits.

Costs and Benefits

Classwork Tasks

- 1 A new bank is currently being built in Anytown.

List **(a)** four short term and **(b)** four long-term jobs that will be created.

Short Term

Long Term

_____	_____
_____	_____
_____	_____
_____	_____

- 2 List four social costs created by a local coal mine.

- 3 List four social benefits of a local hairdressing salon.

4 Give three examples of industries that might have large externalities.

5 Discuss the difference between private and social costs when a business closes.

6 Explain why local councils give grants to attract firms to their area and keep existing firms there.

Example 2

Any School - Use of Information Technology

The newly merged Any School is very keen to increase the use of Information Technology both for administration and teaching. Some of the administrative staff, however, are not pleased with the plans for the increased use of IT.

1 Explain how each of the following could be used by the administrative staff in their jobs:

(a) Word Processing _____

(b) Spreadsheets _____

(c) Databases _____

(d) Graphics _____

2 The finance manager is not yet convinced that IT should be introduced and you have been asked to provide "balanced argument". List and explain three advantages and three disadvantages to the school of the administrative staff using computers.

Advantages:

1. _____

2. _____

3. _____

Disadvantages:

1. _____

2. _____

3. _____

- 3 Discuss how the school can best make sure that IT is successfully introduced. (*Hint: consider separately how you would deal with enthusiastic and unenthusiastic staff.*)

- 4 The pupils at the school are very keen to use the Internet. Give advice to the Headteacher as to whether this is a good idea and how best to control its use.

- 5 The school has recently been invited to join a network of four schools in different countries. Discuss whether you think this type of network would be useful to businesses.

- 6 How important will computers be in the future? Describe how they might be used in twenty years time in each of the following areas:

(a) Homes _____

(b) Schools _____

(c) Offices _____

(d) Factories _____

4.2.2 Assessment

Assessment Procedures

Unit 2323 is assessed through a one hour fifteen minute examination. This consists of two structured questions, each based on a different business context. Specimen papers at Foundation and Higher Tiers are available from OCR.

In order to prepare candidates for this examination, it is again important that they are aware of the significance of the command words used in examination questions (details of which are given in Appendix 1). For this unit it is quite common to have a question that asks candidates to explain how a firm has been affected by an external event and then to discuss possible actions that it might take in response.

In addition to revision style tasks as outlined for Unit 2321, it is important that candidates keep up-to-date with local and national events that affect the business environment. For example, candidates frequently confuse the UK's position regarding the European Union and the Euro. Although candidates are unlikely to be asked direct questions regarding the current environment, it is reasonable to expect that candidates are broadly aware of, for instance, whether unemployment is high or low, whether interest rates are falling or rising and what these events mean for business.

5 UNIT 2324: BUSINESS PROCESSES

5.1 TEACHING AND LEARNING STRATEGIES

This unit is synoptic and is based on a pre-issued case study. Although the content of the specification is focused on the decision making process, it should be remembered that content from Units 2321, 2322 and 2323 may also be assessed. It is possible to use the case study and the associated unit specification as the complete basis for teaching. Alternatively, the theoretical content can be introduced first using other scenarios which can then be revised through the case study.

5.2 RESOURCES

Pre-issued Material: Both the specimen case study and, in due course, past papers will provide material for use in teaching this unit. However, given the relatively short time period available for preparation, it would be recommended to use the specimen and past papers as a guidance for preparing with the actual pre-issued material.

Textbooks: GCSE textbooks and revision guides provide useful material for the decision making process. A structure is more important than examples, as the pre-issued material will provide the context for discussion. Texts for the new AS Level examination are also useful sources, particularly as applied to the decision making unit of the OCR course.

Business Material: There is a large quantity of material available from banks and other financial institutions about setting up in businesses which cover business planning and much of the basics of business decision making. These are generally free and include video and self assessment type materials.

Sample Worksheets

The following material includes some possible teaching material for the theoretical aspects of the decision making process. In addition there are examples of tasks that relate to the specimen case study “Sunnydale Hotel Ltd” which indicate the type of activities that could be undertaken with the pre-issued case study material.

Example 1

Decision Making

You have always wanted to run your own business and you have been asked if you will run a tuck shop at school. You must decide whether or not to run the tuck shop. (If you run the tuck shop successfully, you might make enough money to buy something you have always wanted.)

- 1 **F**ind Out – You will need lots of information before deciding whether running a tuck shop would be a good idea or not – this could include costs, market research and legal requirements.
- 2 **A**lternatives – You have the possibility of opening the shop before school, during break and at lunchtime, or you could of course give up the whole idea.
- 3 **C**onsequences – If you go ahead with planning, you will need to identify the consequences of each alternative. How much money will they cost? How much of your time will each option take? How much money might you make?
- 4 **T**ake Action – Having decided the best option, you must now implement your decision. Timing might be very important. You will also need to communicate your decision – especially to your customers!
- 5 **S**tudy and Review – How is the shop doing? Are you open at the right times? Have you got the right stock? Could anything be improved? Success in business is a constant cycle of planning and decision making.

Summary - The above is a description of a decision making process – decide your objectives then sort out your f a c t s.

Classwork

You have been given the opportunity of making the tuckshop a more permanent venture based at the school. The premises that you have been offered will need about £5,000 spent on them before they can be used. Show how the decision making process could be used to help you decide the best way of raising the money.

Example 2

Sunnydale Hotel Ltd.

Possible Revision Tasks

Objectives

Possible Objectives:

Growth;

Survival;

Maximum Sales;

Maximum Profit;

Being their own boss.

1 Using the above list of objectives state and explain two possible objectives for Judy and Christopher;

(a) when they first bought the hotel;

(b) in the current situation;

- 2 List three internal factors and three external factors that may have caused Judy and Christopher to change their objectives.

Internal: _____

External: _____

- 3 Explain how the objectives of a hospital might be different from those of a hotel.

Example 3

Sunnydale Hotel Ltd.

Possible Classwork

Information Gathering and Interpretation

Task 1

Make a list of methods that Judy and Christopher could use to find out what the customers think about the hotel.

Task 2

Make a list of ways in which Judy and Christopher could display the results of their market research.

Task 3

Give examples of the type of questions that could be asked about prices at the hotel that would produce:

- (a) numerical data;
- (b) non-numerical data.

Task 4

Based on the labour turnover data provided in Figure 2 of the case study, explain the possible causes and cures. Use figures to support your answers.

5.3 ASSESSMENT

5.3.1 Assessment Procedures

Unit 2324 is assessed through a one hour fifteen minute examination based on a pre-issued case study. A clean copy of the case study will be issued to candidates in the examination. The examination paper will contain three structured questions, predominantly based on the pre-issued material. Specimen papers at Foundation and Higher Tiers are available from OCR.

In order to prepare candidates for this examination, it is particularly important that they are aware of the significance of the higher order command words used in examination questions. Examples of these are included in Appendix 1. Revision tasks can be set along the lines of those included as sample material.

The weighting of the assessment objectives means that there will be more emphasis on analysis and evaluation of available options, which will be based on the themes of the pre-issued material. Candidates must therefore be prepared to discuss the options that the business might take.

It must also be remembered that this unit is synoptic, therefore the decision making process could be applied to any part of the business organisation specification content, and could be in the context of any of the issues included in the business environment unit.

APPENDIX 1: COMMAND WORDS

It is very rare to find actual question words in a GCSE Business Studies paper such as Who? Why? What? and When? Far more common are questions using command words, asking the candidate to perform a certain task. These command words are generally related to the assessment objectives of the specification, and an understanding of the differing requirements of each command word, coupled with an awareness of the mark allocation, can result in a considerable increase in a candidate's examination performance. Candidates would be well advised to underline or highlight the relevant command word in every question attempted, in order to emphasise what they are being asked to do.

The list below gives some of the more commonly used terms and suggests how best to meet their requirements:

List	These terms generally require brief, point style answers. Often rewarded at one mark per point. Candidates should avoid the temptation of answering in too much detail as this will rarely gain more marks and may well be required for the second part of the question.
State	
Identify	
Explain	Generally worth one or two marks and often linked to a "state and explain" type command. Candidates must stress "why". This is often applied to case study material and must therefore be answered in context i.e. as it affects the business described.
Describe	Often linked to data. Mark schemes normally reward in order, direction, scale, comparison and calculation and these could form the basis of an answer. Candidates should remember that describing data or events is not just restating text or figures from the case study.
Analyse	Both these terms require either interpretation, selection or argument.
Calculate	They are generally related to possible business strategy or strategies and should have evidence from the case study to support the arguments made. Where calculations are required, it is important to show working and to explain what the result means.
Discuss	Often used where candidates are asked to choose between options or to argue whether an option is a good idea or not. It is essential that, in each case, both sides of the argument are given. This may often involve giving the advantages and disadvantages of a particular course of action.
Evaluate	Each of these words require a conclusion to be made. This should be the final part of a structured answer and often involves comparison of the available options. A basis should be given for the choice made, it is not sufficient to give an unsupported conclusion.
Advise	
Recommend	